

2010

Saskatchewan Curriculum

English Language Arts

2



English Language Arts 2

ISBN 978-1-926841-07-6

1. Language arts (Elementary school) - Saskatchewan - Curricula. 2. Competency-based education - Saskatchewan.

Saskatchewan. Ministry of Education. Curriculum and E-Learning. Humanities Unit.
All rights are reserved by the original copyright owners.

Table of Contents

Acknowledgements.....	v
Introduction	1
Core Curriculum	2
Broad Areas of Learning.....	3
Lifelong Learners.....	3
Sense of Self, Community, and Place	3
Engaged Citizens.....	3
Cross-curricular Competencies	3
Developing Thinking	3
Developing Identity and Interdependence	4
Developing Literacies	4
Developing Social Responsibility	4
K-12 Aim and Goals of English Language Arts	5
An Effective English Language Arts Program	6
Provides Meaningful Contexts and Questions for Deeper Understanding.....	8
Focuses on Grade-specific Outcomes	14
Focuses on Language	17
Uses Critical and Powerful Learning Strategies	20
Includes a Range of Texts.....	23
Encourages Inquiry, Social Responsibility, and Self-reflection	23
Outcomes and Indicators.....	27
Assessment and Evaluation of Student Learning	33
Connections with Other Areas of Study	42
Glossary	44
References.....	47
Feedback Form	49

Acknowledgements

The Ministry of Education wishes to acknowledge the professional contributions and advice given by Elementary Level teachers and consultants in the following First Nations tribal council and Saskatchewan school divisions:

- Holy Trinity Roman Catholic School Division
- Battleford Tribal Council
- Prairie South School Division
- Saskatchewan Rivers School Division
- South East Cornerstone School Division
- Sun West School Division.

The Ministry of Education also wishes to thank many others who contributed to the development of this curriculum including:

- University faculties members
- Other educators and reviewers.

The curriculum is based on the Western and Northern Canadian Protocol (WNCP) *The Common Curriculum Framework for English Language Arts (Kindergarten to Grade 12)* (1998).

Introduction

English language arts (ELA) is a Required Area of Study in Saskatchewan's Core Curriculum. The purpose of this curriculum is to outline the provincial requirements for Grade 2 English Language Arts.

Time Allotment

The Saskatchewan Ministry of Education has established a provincial policy for the amount of time that must be allocated to language arts instruction at each grade level. The required minutes for English language arts allotted to Grade 2 is 560 minutes per week.

Curriculum Content

This curriculum provides the intended learning outcomes that grade 2 students are expected to achieve in English language arts by the end of the year. Indicators are included to provide the breadth and depth of what students should know, understand, and be able to do in order to achieve the outcomes.

The learning experiences planned for students will support student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning for Saskatchewan and the Cross-curricular Competencies described on the following pages.

The English language arts curriculum provides:

- direction for supporting student achievement of the Broad Areas of Learning and the Cross-curricular Competencies
- the K-12 aim and goals for English language arts in Saskatchewan
- the characteristics of an effective English language arts program
- Grade 2 English Language Arts outcomes and indicators
- sample assessment and evaluation criteria for determining student growth and achievement in relation to the outcomes in English language arts
- connections with other areas of study.

Additional support resources will appear online.

Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its components and initiatives, Core Curriculum supports student achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* on the Saskatchewan Ministry of Education website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Ministry website at www.education.gov.sk.ca/policy for policy and foundation documents including the following:

- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988)
- *Objectives for the Common Essential Learnings (CELs)* (1998)
- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* (2008)
- *The Adaptive Dimension in Core Curriculum* (1992)
- *Policy and Procedures for Locally-developed Courses of Study* (2004)
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan* (2008)
- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (2005)
- *Gender Equity: Policies and Guidelines for Implementation* (1991)
- *Instructional Approaches: A Framework for Professional Practice* (1991)
- *Multicultural Education and Heritage Language Education Policies* (1994)
- *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* (2001).

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. K-12 English language arts contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following:

Lifelong Learners

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.

Sense of Self, Community, and Place

To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world around them. They use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

Engaged Citizens

In the English language arts, students learn how language can empower them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

Related to the following Goals of Education:

- Basic Skills
- Lifelong Learning
- Positive Lifestyle

Related to the following Goals of Education:

- Understanding and Relating to Others
- Self-concept Development
- Spiritual Development

Related to the following Goals of Education:

- Career and Consumer Decisions
- Membership in Society
- Growing with Change

K-12 Goals for Developing Thinking:

- thinking and learning contextually
- thinking and learning creatively
- thinking and learning critically

K-12 Goals for Developing Identity and Interdependence:

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and caring for others*
- *understanding and valuing social, economic, and environmental interdependence and sustainability*

K-12 Goals for Developing Literacies:

- *constructing knowledge related to various literacies*
- *exploring and interpreting the world through various literacies*
- *expressing understanding and communicating meaning using various literacies*

K-12 Goals for Developing Social Responsibility:

- *using moral reasoning*
- *engaging in communitarian thinking and dialogue*
- *taking action*

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself and for others, and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, community, social responsibility, diversity, and sustainability. Students study texts and ideas about personal and philosophical; social, historical, and cultural; imaginative and literary; communicative; and environmental and technological topics.

Developing Literacies

Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action. Socially responsible learners contribute to their physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

K-12 Aim and Goals of English Language Arts

The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

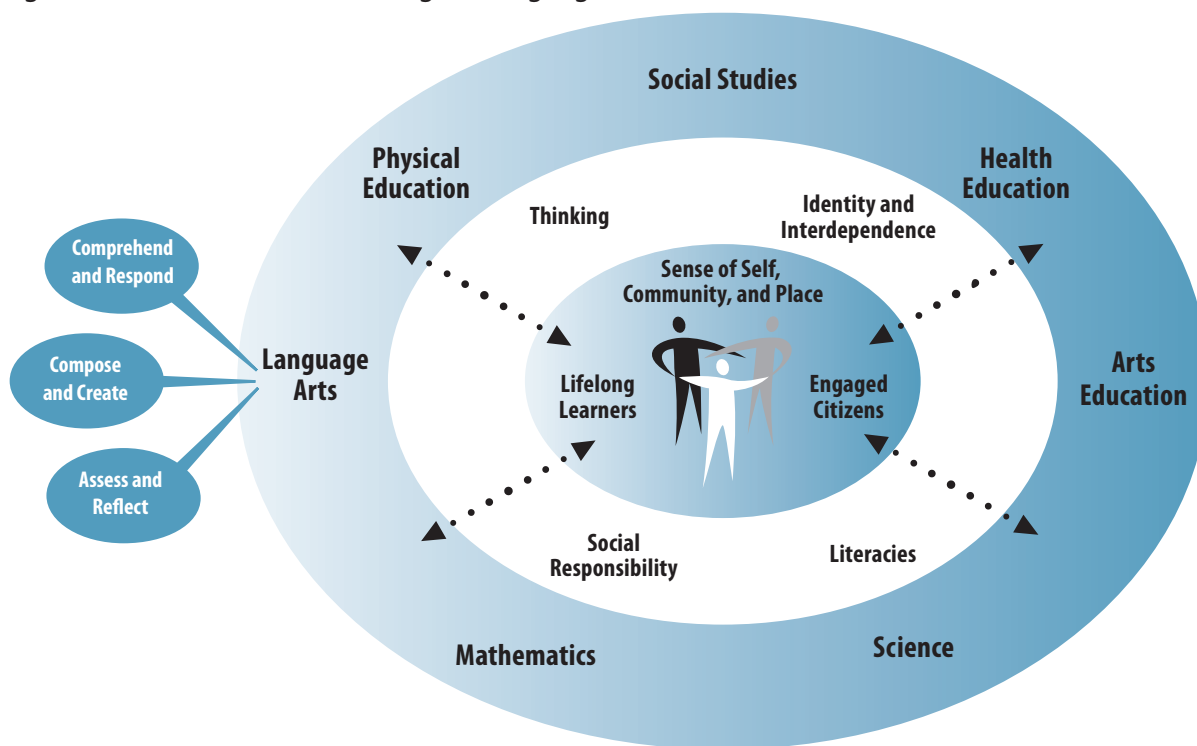
The K-12 goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

Comprehend and Respond (CR) – Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Compose and Create (CC) – Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Assess and Reflect (AR) – Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

Figure 1. K-12 Aim and Goals of English Language Arts



An Effective English Language Arts Program

An English language arts program is effective when it is purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and English language arts as it might be rather than the way educators might know it to be. How can schooling and English language arts be more purposeful, dynamic, fulfilling, and authentic? How can it help students become competent, confident users of the English language and, at the same time, become knowledgeable about themselves, their community, and the world as a whole in a deep and meaningful way? How can it help them find fulfillment, be socially responsible, and act in ways that will make their community and world better places? How can it help students become effective self-directed, self-regulated, strategic, and collaborative learners to meet the demands of personal, social, work, and global life in the 21st century?

“When a learner makes connections and learning takes place, it is because of focused teaching” (Fullan, Hill, & Crévola, 2006, p. 34).

Focused teaching requires:

- a detailed map of what is expected that students will know and be able to do, clearly stated in outcomes and associated indicators
- a set of powerful and aligned assessment and evaluation tools tied to the outcomes
- a detailed knowledge of how best to teach to these learning outcomes in the classroom, including explicit teaching strategies and methods and classroom routines.

(Fullan, Hill, & Crévola, 2006, pp. 36-37)

This curriculum is designed to be the starting point for instructional planning. It includes the philosophical underpinnings of the area of study and provides the knowledge (i.e., factual, conceptual, procedural, metacognitive, or a combination of these) that students are expected to know, understand, and be able to do at the end of Grade 2. A careful analysis of the outcomes supports teachers in determining the types of evidence that they might look for to assess whether students have achieved these outcomes. This knowledge supports teachers in designing and/or choosing assessment and evaluation tools to monitor and report on student learning in English language arts. It is the starting point that will allow English language arts teachers “to develop and deepen students’ understanding of important ideas and a process in the discipline[s] equipping them to transfer their learning in meaningful and effective ways, and cultivating lifelong habits of mind” (Wiggins & McTighe, 2007, p. 13).

An effective English language arts program is rooted in research-based practice that specifies what is and is not effective in teaching English language arts (see next page).

Table 1. What ELA Is Versus What ELA Is Not

What ELA Is	What ELA Is Not
Appreciating children as active learners and accepting them as competent co-learners who can socially and culturally construct knowledge with adults	Seeing children as passive vessels to be filled and believing that learning is received from outside sources and is to be recapitulated
Helping children actively seek to understand the world around them and to learn about life and language	Telling children what knowledge they need to know but not having them use it or apply it
Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes	Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task)
Recognizing the central role of language in communicating, thinking, and learning	Letting printed books, isolated activities, and worksheets drive the program
Setting meaningful and relevant contexts for teaching and learning including connections to students' experiences, knowledge, and personal and cultural identity	Giving isolated language activities and using unrelated texts
Helping students know what and why they are learning and doing something (i.e., outcomes, indicators, and exemplars)	Having only teacher awareness of the outcomes and not sharing them with students
Teaching and learning for "deep understanding" (including using questions for deeper understanding as a focus)	Asking and answering solely teacher-directed questions
Making meaning of ideas or information received (when viewing, listening, and reading)	Answering knowledge/comprehension questions, individually, after reading print texts
Creating meaning for themselves and others (when speaking, writing, and using other forms of representing)	Using only limited forms of communicating, usually writing
Using a variety of strategies (e.g., Before, During, and After) depending upon the task	Following only teacher-directed skills and strategies and spending time on isolated skill and drill
Engaging in inquiry learning	Doing a project or, if time permits, a series of activities to bring closure
Reflecting on own learning and literacy	Assuming that the responsibility for learning and literacy lies with the teacher

Through a "deep" understanding of this curriculum (Fullan, Hill, & Crévola, 2006) and knowing when to use effective instructional, assessment, and classroom-management strategies based on sound research (Marzano, 2007), English language arts teachers can help all students become competent and confident language users.

An Effective English Language Arts Program:

- provides meaningful contexts that address “big ideas” and questions for deeper understanding
- focuses on grade-specific outcomes to achieve the K-12 aim and goals of the program
- focuses on language and helps students understand how it works
- teaches students through powerful cognitive and communication strategies
- includes a range of texts (oral, print, and other media)
- encourages student inquiry, social responsibility, and self-reflection

Provides Meaningful Contexts and Questions for Deeper Understanding

An effective ELA program provides **meaningful contexts** for students to learn about language. The English language arts program is designed for students to develop their language skills and strategies and become competent and confident users of all six language arts strands through many opportunities to view, listen, read, represent, speak, and write in meaningful contexts.

If students are to become lifelong learners, develop a sense of self and connection to others, and become engaged citizens and achieve the Cross-curricular Competencies and the outcomes for English language arts, students require meaningful, authentic contexts for learning. Students need many opportunities to explore questions and concerns about themselves and the world.

The following contexts provide a focus for language learning and give students an opportunity to explore “big ideas” (i.e., overarching understandings) that have enduring values beyond the classroom:

- A **personal and philosophical** context gives students opportunities to explore their identity and their self-concept. Fostering the learning spirit inside each student comes from the heart and mind connection that is revealed through each student’s reflection on personal feelings, self-image, influential life forces, ideas, belief systems, values, and ways of knowing. Who am I, what is my place, and where am I going? What does the future hold for me?

- A **social, cultural, and historical** context gives students opportunities to explore relationships with others, community, culture, customs, multiple ways of knowing, national and international events and issues, and the history of humanity. What are my rights and responsibilities in communities, cultures, and economies? How and who am I in relation to communities, cultures, and economies? How am I defined by these relationships?
- An **imaginative and literary** context gives students opportunities to use their intuition and imagination to explore alternative worlds and possibilities; different types of classical and contemporary genres including fantasy, science fiction, and humour; and particular authors. How do I use my imagination and intuition and that of others to understand and relate to people, the community, the world, and society in a positive way? How do I foster imaginative ideas of self and others? How do I use intuitive hunches to support creative problem solving or inquiry?
- A **communicative** context gives students opportunities to explore different methods, forms, and issues related to language, communication, and the mass media. How do I make sense of and communicate with the world? How do I support communication with differing audiences? How do I know if communication is effective?
- An **environmental and technological** context gives students opportunities to explore the natural and constructed worlds including the land, the sky, animals, the sea, space, technologies, and environmental and technological issues. How do I describe, analyze, and shape the world around me? How does that natural and technological world affect and shape me?

Each English language arts unit of study can be related to and developed under one or more of these broader contexts. Each context is to be explored at each grade. Each context provides opportunities for integration with topics of study in other subject areas.

Teachers in Grade 2 should plan a minimum of five units for the year, basing at least one unit on each of the five contexts. Table 4 gives an overview of possible unit themes and topics, and questions for deeper understanding for each context.

In addition to considering the five contexts, Elementary Level English language arts teachers need to think about the types of units to plan. Language arts units, designed around the themes and topics within each context, can ensure that the outcomes for the language strands are achieved in meaningful ways. Minimal guidelines are provided for each type of unit.

How we envision literacy makes a difference. If we see it as meaning making and not meaning making plus inquiry, we fail to envision all that literacy might be. If we see literacy as language and not language plus other sign systems, we also fail to envision all that literacy might be.

(Harste, 2000, p.1)

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning.

(Western Canadian Protocol for Collaboration in Basic Education, 1998, p. 33)

Table 2. Types of Units

Type of Unit	Number of Units per Year
Multi-genre Thematic	3 (minimum)
Multi-genre Inquiry and/or Interdisciplinary	1 (minimum)
Author or Genre Study	1 (maximum)

A **multi-genre thematic** unit is built around a theme or topic from one of the contexts and includes a range of prose fiction and non-fiction, poetry, plays, and other texts. This is the most common type of English language arts unit because it allows teachers to vary activities within a broad theme or topic to suit the differing ability levels of students while supporting their achievement of outcomes for their respective grade. A **minimum of three** multi-genre thematic units is recommended.

A **multi-genre inquiry and/or interdisciplinary** unit is usually built around a theme or topic that is related to an important question(s) for inquiry and research. The emphasis in an inquiry unit is on “finding out” the answers to a question or questions that the students have about the theme or topic and then using the inquiry process to guide their activities in the unit. When the unit is interdisciplinary, it considers and addresses outcomes from English language arts and other area(s) of study. A **minimum of one** inquiry/interdisciplinary unit per year is recommended. Any multi-genre thematic or author/genre study unit can become an inquiry unit.

An **author or genre study** unit focuses on the works of a specific author or illustrator or on a specific genre (e.g., poetry). Because of the limited texts used in an author or genre study, a **maximum of one** per year is recommended.

Planning Units of Study in an Effective English Language Arts Program

Table 3. Essential Aspects of Units

Units of Study	Essential Aspects
Units provide meaningful contexts and foci for students to explore the topics and texts that are important to young people everywhere. Units in English language arts allow students not only to learn how language works in meaningful situations but also to develop the disposition for learning for life, a sense of self and connection to others, and, as engaged citizens, a capacity to make a difference in the community.	<ul style="list-style-type: none"> • Questions for deeper understanding that address the ideas and issues students need to think about throughout the unit. • Strategies to explore and express students’ thoughts, ideas, feelings, and experiences as well as to inquire and to learn to use the English language and its conventions. Oral, written, and other texts explore the issues and provide opportunities to apply viewing, listening, reading, representing, speaking, and writing knowledge and skills. • Individual as well as co-operative projects invite inquiry and bring closure and personal agency to student explorations.

An effective English language arts program also provides opportunities to explore “big ideas” (e.g., extinction versus the topic of dinosaurs) and to consider **questions for deeper understanding**.

Questions for deeper understanding are used to initiate and guide a unit and give students direction for developing deep understandings about a topic or issue under study. It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning. The process of constructing questions can help students to grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

Effective questions for deeper understanding in English language arts are the key to initiating and guiding students’ investigations and critical thinking, problem solving, and reflection on students’ own learning. Questions such as the following are examples of questions that will move grade 2 students toward deeper understanding:

- What makes a community?
- How are other communities the same/different from your community? How were communities the same/different in the past?
- Why do all the different kinds of people make a community interesting?
- How can we contribute to our community in a positive way? What special community events are celebrated in communities in our province and country?
- How can we build a strong community that includes everyone?

Effective questioning is essential for teaching and student learning and should be an integral part of planning in English language arts. Questioning should also be used to encourage students to reflect on their own learning. The following chart identifies the five contexts for English language arts and suggests some possible questions for deeper understanding and some possible unit topics or themes for each context.

Effective Questions for Deeper Understanding:

- *Cause genuine and relevant inquiry into the key ideas and core content*
- *Provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions*
- *Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers*
- *Stimulate vital, ongoing rethinking of ideas, assumptions, or prior lessons*
- *Spark meaningful connections with prior learning, personal experiences, and ways of knowing*
- *Naturally recur, creating opportunities for transfer to other situations and subjects.*

(Adapted from Wiggins & McTighe, 2005, p. 110)

Table 4. Questions for Deeper Understanding and Some Supporting Resources: Grade Two

English Language Arts Contexts	Sample Questions for Deeper Understanding	Possible Unit Topics and Themes
Personal and Philosophical Children need to believe in their own self-worth and to feel that they have control over the things that happen to them. Children need to look inward and focus on self-image and self-esteem. They need to reflect on self and life, and on their beliefs and values and those of their society.	<p>What type of friend shall we be? How shall we treat our friends? How can we be better friends?</p> <p>How do we feel when we do something for the first time? How are others' feelings the same or different from mine?</p> <p>How do I know if an experience or situation is right for me? Is safe? Is healthy?</p>	<p>Getting to Know You (Personal Focus) (<i>Cornerstones 2, a-i</i>)</p> <p>My Family and Friends (Personal Focus) (<i>Cornerstones 2, b-i</i>)</p> <p>Just Watch Me! (<i>Collections 2, Fluent Purple, 2</i>)</p> <p>Other:</p> <p>Getting to Know You</p> <p>My Family and Friends</p>
Social, Cultural, and Historical Children need to look outward and examine their relationships with others, their community, and the world. Children also need to consider the social and historical context. They need to explore their connections in families, schools, groups, and communities and to understand the diverse needs and wants of others. Children need to show concern for other people in their relationships, groups, and communities.	<p>What makes a community?</p> <p>What places, building/homes, people/workers, neighbours, events, and languages do we find in our community?</p> <p>How are other communities the same/different from our community? How were communities the same/different in the past?</p> <p>Why do all the different types of people make a community interesting?</p> <p>How can we contribute to our community in a positive way? What special community events are celebrated in communities in our province and country?</p> <p>How can we build a strong community that includes everyone?</p>	<p>Getting There (Social Studies Focus) (<i>Cornerstones 2, a-ii</i>)</p> <p>My Country, My World (Social Studies Focus) (<i>Cornerstones 2, a-iii</i>)</p> <p>People! Places! (<i>Collections 2, Fluent Blue, 1</i>)</p> <p>All Join In (<i>Collections 2, Fluent Blue, 4</i>)</p> <p>Let the Feast Begin (<i>Collections 2, Fluent Purple, 1</i>)</p> <p>Other:</p> <p>The Spirit of Helping and Giving</p> <p>My Community/My Neighbourhood</p> <p>Traditions and Celebrations</p>
Imaginative and Literary Children need to consider imaginary worlds and possibilities as well as a range of literary genres and authors.	<p>What tales have repeated patterns (e.g., three), and why do they use these patterns?</p> <p>What can we learn from traditional tales?</p> <p>How is a "true" tale different from a folk tale? If the tale continues, what do you think would happen next? How could we tell a tale to teach someone something we have learned?</p> <p>What is your idea of a good story? If you were to write the author or illustrator, what would you tell him or her about the tale? Why would this be important?</p>	<p>Animal Tales (Genre Study) (<i>Cornerstones 2, a-iv</i>)</p> <p>Celebrating Reading (Genre Study) (<i>Cornerstones 2, b-iv</i>)</p> <p>Tales Near and Far (<i>Collections 2, Fluent Blue, 5</i>)</p> <p>Round and Round (<i>Collections 2, Early Green, 5</i>)</p> <p>Just Watch Me! (<i>Collections 2, Fluent Purple, 5</i>)</p> <p>Other:</p> <p>If I Were ...</p> <p>Fables</p>

English Language Arts Contexts	Sample Questions for Deeper Understanding	Possible Unit Topics and Themes
Communicative Children need to consider the role of communication in their lives and the technologies and strategies that help people become effective communicators. Children need the skills to interact effectively with others.	<p>In what ways and why do people keep in touch with one another? How can people listen to and show empathy with others?</p> <p>What do we see and hear in the mass media? How do they affect us? Others?</p> <p>What commercials do you like/dislike on television? Why?</p> <p>How do common features such as price, places to buy, reasons to buy, and exaggeration work in commercials? Are commercials effective? How do they affect you? Others?</p> <p>What is your technological footprint? What is your online presence? What sites do you go to and why?</p>	<p>Keep in Touch (<i>Collections 2, Fluent Blue, 2</i>)</p> <p>Other:</p> <p>Playing with Words</p> <p>Advertisements for Children</p> <p>TV Ads for Children</p>
Environmental and Technological Children need to explore the elements of the natural and constructed worlds and the role of technology and related developments in their society. Children need to explore the needs and characteristics of living things; properties of objects and materials; the five senses; and daily seasonal changes.	<p>From where does the wind come? How can we explain the wind? In what ways does the wind help people? Frighten people? Destroy things?</p> <p>Why is water important to people, animals, plants? What is the role of technology in water conservation?</p> <p>What do we know/want/need to know about animals? Why are some animals pets and others wild? How do humans and animals coexist? How have technological advances had an impact on animals' habitats?</p> <p>What impact do we have on animals' habitat?</p> <p>How can we describe and represent where things are?</p>	<p>Wind and Water (Science Focus) (<i>Cornerstones 2, b-ii</i>)</p> <p>Feel the Power (<i>Collections 2, Fluent Purple, 3</i>)</p> <p>Amazing Animals (<i>Collections 2, Fluent Blue, 3</i>)</p> <p>Other:</p> <p>Animal Growth and Changes</p> <p>Air and Water</p> <p>Liquids and Solids</p> <p>Position and Motion</p>

Focuses on Grade-specific Outcomes

An effective English language arts program focuses on grade-specific curriculum outcomes. Student learning outcomes describe what students will learn in a particular discipline over a specific time frame (e.g., Grade 2). Outcomes specify the skills, knowledge, and attitudes that students are expected to know, understand, and be able to demonstrate.

Critical Characteristics of Outcomes and Indicators

Outcomes:

- focus on what students will learn rather than what teachers will teach
- specify the skills, strategies, abilities, understandings, and knowledge students are expected to be able to demonstrate
- are observable, assessable, and attainable
- are grade and subject specific
- are supported by indicators which provide the breadth and depth of expectations
- are written using action-based verbs
- identify the most important understandings and abilities to be developed in the specific grade level
- guide course, unit, and lesson planning.

Indicators:

- are a representative list of what students need to know and/or be able to do in order to achieve an outcome
- represent the breadth and depth of the outcomes.

Note: Additional and/or alternative indicators may be developed, but they must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

English Language Arts Goals and Outcomes Overview

Each of the three goals for English language arts has a set of outcomes for the specific grade level. The following are the outcomes for Grade 2 ELA.

Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

CR2.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:

- identity (e.g., Just Watch Me)
- community (e.g., People and Places)
- social responsibility (e.g., Friendship) and make connections to prior learning and experiences.

CR2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.

CR2.3 Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.

CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:

- identity (e.g., My Family and Friends)
- community (e.g., Our Community)
- social responsibility (e.g., TV Ads for Children) and make connections to own life.

CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.

CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

AR2.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., “What did I learn?”).

AR2.2 Set personal goals as a result of group discussions (e.g., “What did I do well?”, “How could I be a better viewer, listener, reader, representer, speaker, and writer?”).

Focuses on Language

Language and language study are at the centre of the Elementary Level English language arts program. The study of the English language arts (viewing, listening, reading, representing, speaking, and writing) and of the elements and conventions associated with each language cueing system (i.e., pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other) enables students to understand and appreciate language and to use it in a variety of situations for communication, for learning, and for personal satisfaction.

An effective English language arts program that develops students' facility with language provides students with opportunities to:

- **learn to use language** in a variety of meaningful ways, considering and determining their audience, purpose, and situation
- **learn about language** as a necessary tool for thinking and communicating effectively, considering the cues and conventions of language
- **learn through language** by applying their knowledge of language in their viewing, listening, reading, representing, speaking, and writing experiences.

Language study is an integral part of an English language arts program. Students in each grade are expected to understand the concepts related to the language cues and conventions. As students view, listen, read, represent, speak, and write, they are expected to apply the concepts as students construct and communicate meaning in their English language arts program and in their daily communication.

Good language and literacy skills lay the foundation for social, academic, economic, personal, and national success.

(Jamieson & Tremblay, 2005, p. 1)

Table 5. Key Language Cues and Conventions for Grade 2

Language Cue or Convention	Comprehend and Respond	Compose and Create
	When viewing, listening, or reading, grade 2 students:	When speaking, writing, or using other forms of representing, grade 2 students:
Pragmatic Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.	Identify and state reasons for viewing, listening, and reading.	Consider what and why something needs to be communicated.
Textual Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.	Recognize and use different text forms (e.g., story, poem, recipe, explanation, play), features (e.g., paragraphs, verses, dialogue), and elements (e.g., title, author, character, problem).	Consider, with guidance, what would be the best form (e.g., story, dramatization, letter) to use; present ideas in a logical sequence; develop ideas by adding details.
Syntactic Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).	Recognize and comprehend simple, compound, and complex sentences and their related punctuation including quotation marks; use knowledge of sentence structure to determine meaning of a sentence (e.g., the subject and verb are inverted in a question); use punctuation to help understand what they read (e.g., question mark, exclamation, apostrophe).	Use and write complete sentences (in speech, 7.3; in writing, 7 words) with adequate detail; recognize the verb and the subject; use simple connecting words (e.g., and, so, but, then); use a variety of sentence types (e.g., statements, questions, exclamations); use adjectives and adverbs for description; use negative correctly; use capitals at the start of sentences and with names, months, and places; use question mark and comma correctly.
Semantic/Lexical/Morphological The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.	Recognize basic sight vocabulary (e.g., 250 basic words); use context clues; use knowledge of simple prefixes (e.g., un-) and suffixes (e.g., -ed, -ing, -es, -s, -er, -est) and recognize the same words in different forms (e.g., plays, played, playing); use individual words to predict meaning of compound words; recognize word play.	Use words explored in class; choose and use descriptive words to enhance communication (including verbs, nouns, and adjectives with prompting); notice unusual or special use of words (e.g., alliteration, onomatopoeia); substitute one word for another in a meaningful way (e.g., building for house); use predominately conventional spelling; spell common high-frequency words in daily writing; begin to use resources (e.g., personal dictionary, word wall) to confirm spelling; spell correctly their village, town, or city name, days of the week, and words such as stop, shop, drop, saw, see,

Language Cue or Convention	Comprehend and Respond	Compose and Create
	When viewing, listening, or reading, grade 2 students:	When speaking, writing, or using other forms of representing, grade 2 students:
Phonological/Graphophonic Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.	Use phonics to decode individual words; segment all sounds of a word (including sound clusters such as “sk,” “ch,” “sh”) into individual sounds; delete beginning or ending sounds and tell the remaining word; decode individual words and sounds heard in multi-syllabic words; recognize features of words including possessives, double vowels, multi-syllabic words; recognize long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, double vowels.	Use phonics to spell more difficult words (e.g., words ending in “ing”; words with more than one syllable); use long and short vowel patterns; use “es” to form plural of certain words; understand that the same sound may be represented by different spellings (e.g., find, phone).
Other Cues and Conventions Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.	Interpret and respond appropriately to non-verbal cues including facial expression and gestures; use and interpret conventions of texts (e.g., pictures, graphics, diagrams, bold type); recognize and use discernable features such as labels, headings, sounds, colours.	Use gestures, volume, and tone of voice to communicate ideas and needs; speak and read aloud in clear voice with appropriate volume, pace, and expression; print legibly and space letters, numbers, words, and sentences appropriately using an efficient pencil grip.

Uses Critical and Powerful Learning Strategies

An effective ELA program teaches students how to use critical and powerful learning strategies. In order to achieve the English language arts outcomes, students need to learn and use a range of language skills and strategies. Effective language arts teachers employ a range of instructional approaches to help students move from teacher-supported and guided lessons to independent learning that requires varied instructional methods and strategies to help students learn these language skills and strategies. Teachers model and discuss key procedural and metacognitive strategies for language learning and thinking. Students need to learn how to select and to use strategies before, during, and after viewing, listening, reading, representing, speaking, and writing.

If students are to be successful in English language arts, they need to learn and use thinking and learning skills and strategies on their own. In order to help students gain control over a repertoire of key skills and strategies, the skills and strategies need to be explicitly taught and practised using a model such as the following:

- Introduce and explain the purpose of the skill or strategy.
- Demonstrate and model its use.
- Provide guided practice for students to apply the skill or strategy with feedback.
- Allow students to apply the skill or strategy independently and in teams.
- Reflect regularly on the appropriate uses of the skills or strategies and their effectiveness.
- Assess the students’ ability to transfer the repertoire of skills or strategies with less and less teacher prompting over time.

(Wiggins & McTighe, 2007, pp. 97-98)

Table 6. Important Cognitive Strategies for Comprehending and Responding (CR) Goal

Phase	Strategy
Before	Activating and building upon prior knowledge and experience Previewing text Setting a purpose Anticipating the author’s or creator’s intention
During	Making connections to personal knowledge and experience Using the cueing systems to construct meaning from the text Making, confirming, and adjusting predictions and inferences Constructing mental images Interpreting visuals (e.g., illustrations, graphics, tables) Identifying key ideas and supporting ideas Self-questioning, self-monitoring, and self-correcting Drawing conclusions Adjusting rate or strategy to purpose or difficulty of text
After	Recalling, paraphrasing, summarizing, and synthesizing Interpreting (identifying new knowledge and insights) Evaluating author’s/creator’s message(s) Evaluating author’s/creator’s craft and technique Responding personally, giving support from text View, listen, read again, speak, write, and use other forms of representing to deepen understanding and pleasure

Table 6. (Continued) Important Cognitive Strategies for Comprehending and Responding (CR) Goal

<p>Additional Strategies for Comprehending and Responding</p>	<p>Viewing:</p> <ul style="list-style-type: none"> • Think Aloud (Davey, 1983) • View, Pause, Predict, and Think Aloud • Collaborative Viewing Guide (Wood, 1994) • Directed Viewing-Thinking Activity (DVTA) • Picture Walk (Richards & Anderson, 2003) • Viewing Guides <p>Listening:</p> <ul style="list-style-type: none"> • TQLR (Tune In, Questions, Listen, and Review) (SRA, 2000) • ACTION (Attention, Concentrate, Think, Interpret, Organize, and Note) (Sebranek & Kemper, 1995) • Listen-Think-Pair-Share (McTighe & Lyman, 1992) • Listen-Draw-Pair-Share (McConnell, 1992) • DLTA (Directed Listening-Thinking Activity) (Stauffer, 1975) • LAPS (Listen, Ask, Picture, and Summarize) Strategy (Matchullis & Mueller, 1996) • Listening Guides <p>Reading:</p> <ul style="list-style-type: none"> • Modelled Reading • Shared Reading • Guided Reading • Paired Reading • KWL, K-W-L Plus (Carr & Ogle, 1987) • Preview/Connect/Predict (Robb, 2006) • List/Group/Categorize (Robb, 2006) • B-D-A (Before, During, and After) Strategy (Laverick, 2002) • Directed Reading-Thinking Activity (DRTA) (Stauffer, 1975) • Reciprocal Reading (Palincsar & Brown, 1986) • ReQuest (Manzo, 1969; Vacca & Vacca, 1999) • QtA (Question the Author) (Beck, McKeown, Hamilton, & Kucan, 1997) • QARs (Question Answer Relationships) (Raphael, 1986) • Mapping It Out (Hoyt, 2000) • Justifying My Opinions (Hoyt, 2000) • Open-mind Portraits (Tompkins, 2004) • Coding the Text (Harvey & Goudvis, 2000) • Think Alouds (Davey, 1983) • Reading Guides • Discussion Circles • Grand Conversations (Eeds & Wells, 1989) • Literature Circles (Daniels, 1994) • Reader's Workshop
--	--

Table 7. Important Cognitive Strategies for Composing and Creating (CC) Goal

Phase	Strategy
Before	<p>Considering the task or prompt or finding a topic</p> <p>Activating prior knowledge and considering experiences</p> <p>Considering purpose and audience</p> <p>Considering and generating specific ideas and information that might be included</p> <p>Collecting and focusing ideas and information</p> <p>Planning and organizing ideas for drafting</p>
During	<p>Creating draft(s) and experimenting with possible product(s)</p> <p>Using language and its conventions to construct message</p> <p>Experimenting with communication features and techniques</p> <p>Conferring with others</p> <p>Reflecting, clarifying, self-monitoring, self-correcting, and using “fix-up” strategies</p>
After	<p>Revising for content and meaning (adding, deleting, substituting, and rethinking)</p> <p>Revising for organization (reordering)</p> <p>Revising for sentence structure and flow</p> <p>Revising for word choice, spelling, and usage</p> <p>Proofreading for mechanics and appearance (including punctuation and capitalization)</p> <p>Conferring with peers, teacher, and others</p> <p>Polishing, practising, and deciding how work will be shared</p> <p>Sharing, reflecting, and considering feedback</p>
Additional Strategies for Composing and Creating	<p>Speaking:</p> <ul style="list-style-type: none"> • Talking Circles • Think, Pair, Share/Square (McTighe & Lyman, 1992) • Instructional Conversations (Goldenberg, 1993) • TAPS (Total Group, Alone, Partner, and Small Group) (Gregory & Chapman, 2002) • Grouptalk (Whipple, 1975; Moffett & Wagner, 1992) <p>Writing:</p> <ul style="list-style-type: none"> • Modelled Writing • Shared Writing/Language Experience (Van Allen, 1976) • Interactive Writing • Guided Writing • Pattern Writing • Discuss/Brainstorm/Web • KWL • Think-Pair-Share-Write (Robb, 2006) • Asking the 5Ws and H (who, what, where, when, why, and how) • Writing Frames <p>Other Forms of Representing:</p> <ul style="list-style-type: none"> • Discuss/Brainstorm/Web • Asking the 5Ws + H • Representing Task Sheet • Talking Drawings (Wood, 1994) • Sketch to Stretch (Harste, Short, & Burke, 1988) • Read/View/Listen, Talk, Act, Draw, Write (Cox, 1999)

Includes a Range of Texts

In order for students to achieve the outcomes stated in this curriculum, students need to have access to a wide range of high-quality learning resources in visual, oral, print, multimedia, and electronic formats. The lists of learning resources that support this curriculum identify core and additional learning resources to support the English language arts program and student achievement of the learning outcomes designated for this grade level. Resources that have been evaluated for curriculum fit are listed on the Ministry of Education website. An effective English language arts program:

- provides learning resources that help students achieve the curriculum outcomes
- balances a variety of texts including print, non-print, human, electronic, and virtual resources
- offers resources that are current, relevant, credible, and representative of many viewpoints that reflect the perspectives, cultures, and ways of knowing of First Nations, Métis, and other cultures
- presents the cultural, literary, and artistic heritages of societies, past and present
- responds to students' interests and supports independent reading and inquiry
- fosters opportunities for inquiry learning.

Grade 2 students should have access to picture books, pattern books, chapter books, non-fiction, children's classics, poetry, folk tales, and traditional narratives. Refer to the ministry website for a listing of various grade-appropriate texts that grade 2 students might explore.

Encourages Inquiry, Social Responsibility, and Self-reflection

An effective English language arts program provides opportunities for student inquiry, encourages social responsibility, and invites self-reflection.

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist

Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

(Mills & Donnelly, 2001, p. xviii)

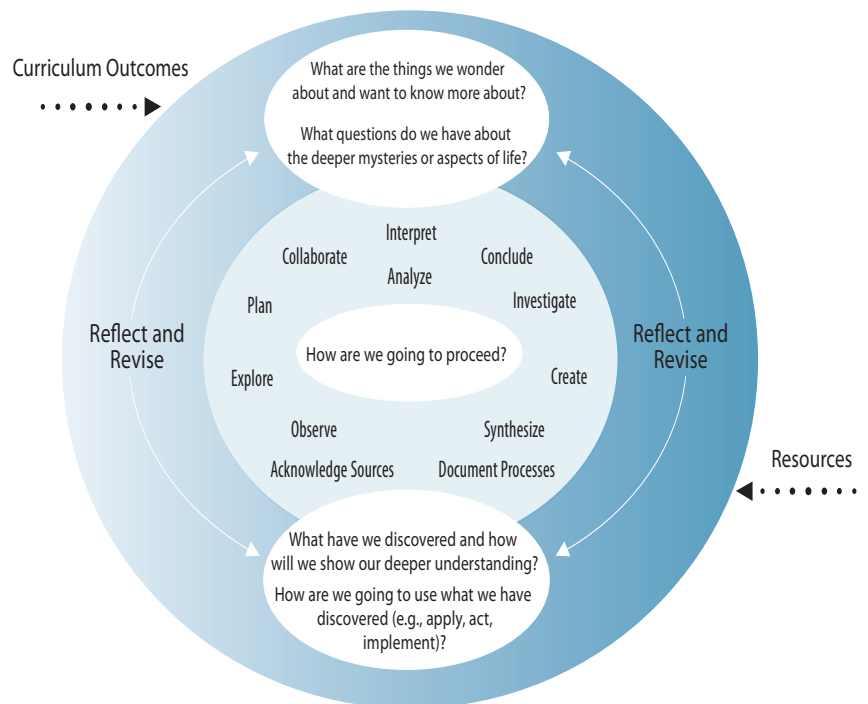
research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

- construct deep knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process but rather a cyclical process, with parts of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge. Figure 2 represents this cyclical inquiry process.

Figure 2. Constructing Understanding Through Inquiry



Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step but is flexible and recursive. As they become more comfortable with the process, experienced inquirers will move back and forth among various phases as new questions arise.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and develop new questions for further inquiry.

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

An important part of any inquiry process is students' reflection on their learning and the documentation needed to assess the learning and make it visible to students. Student documentation of the inquiry process in English language arts may take the form of reflective journals, notes, drafts, three-dimensional models, works of art, photographs, and video footage.

Social responsibility encourages students to extend their learning beyond the classroom into the local, national, and international community. It invites students to consider how individuals or groups can shape the future in a positive way or address an issue, question, challenge, or problem that is important. Each unit at each grade level in English language arts offers opportunities to challenge students to consider what particular local, national, or global issues, questions, challenges, or problems are important and to consider what students might do to make their community or the world a better place.

Social responsibility challenges students to address the important or compelling questions for deeper understanding posed in a unit. In any English language arts unit, teachers and students can plan and create a project to support efficacy.

Social responsibility can help students:

- Become complex thinkers by encouraging them to synthesize their learning and apply it to their community, country, and/or international world.
- Become more aware of the interconnectedness of all things and the reciprocal relationships between themselves and their local and international community.
- Become more independent by using the language skills and strategies that students are learning in ELA beyond the classroom.

-
- Become more motivated by choosing individual or group projects related to each unit.
 - Become contributors to their community and the world beyond that community.
 - Become more collaborative and respectful as they work with others to address the questions, issues, and problems considered in the unit.
 - Become agents of change.
 - Become socially responsible.

Student **self-reflection** helps students take ownership of their own learning and become more self-directed and self-confident. The Assess and Reflect K-12 goal in English language arts expects students to consider what they know and have learned, the progress and achievements made, and the goals they need to set to improve. Using tools such as learning logs and diaries, discussion, questionnaires, reflective writing, and portfolios, students can reflect on their learning both as a team and as individuals. Through self-reflection, students can determine their current and future learning needs and set goals for growth. Using Bloom's taxonomy of questioning, teachers can help students become self-reflective and self-directed:

- What did I do? (Remember/Knowledge)
- What knowledge, skills, and strategies did I use to complete the task? (Understand/Comprehension)
- What steps did I take to achieve this? (Application)
- What challenges or problems did I encounter, and how did I address these? (Analysis)
- What are my strengths, and what would I like to learn more about, or what skills and strategies do I want to develop? (Evaluation)
- How can I use this new knowledge and these new skills and strategies? (Create)

Outcomes and Indicators

Focus: Exploring the Connections among Oral Discourse, Written Communication, and Other Forms of Representing

Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Outcomes

CR2.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:

- identity (e.g., Just Watch Me)
- community (e.g., People and Places)
- social responsibility (e.g., Friendship) and make connections to prior learning and experiences.

CR2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.

Indicators

- a. View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues and topics related to identity, community, and social responsibility and relate to own experiences.
 - b. Discuss the experiences and traditions of various communities and cultures portrayed in texts including First Nations and Métis resources.
 - c. Connect situations portrayed in texts (including First Nations and Métis texts) to personal experiences and prior learning.
 - d. Identify similarities and differences between what is known and what is presented in texts.
-
- a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters.
 - b. Select and use task-relevant before, during, and after strategies to construct meaning when viewing.
 - c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when viewing.
 - d. Obtain information from different media (e.g., multimedia clips, websites, video clips, magazine photographs).
 - e. Show courtesy and respect while viewing (e.g., presentations by individuals from various cultures including First Nations and Métis).
 - f. View and interpret, with teacher support, the purpose of a message (e.g., to sell a product, to express feelings, to inform).
 - g. Distinguish between fact (observable) and fantasy (imagined).

Outcomes

CR2.2 continued

CR2.3 Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.

Indicators

- h. Identify the intent and appeal of particular television advertisements aimed at children.
 - i. Distinguish between a commercial and a program on television.
 - j. Explain how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama.
-
- a. Listen and demonstrate comprehension by retelling key points (who, what, where, when, and why) in grade-appropriate literary and informational texts including First Nations and Métis resources.
 - b. Select and use task-relevant before, during, and after strategies to construct meaning when listening.
 - c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when listening.
 - d. Listen to and follow independently a series of related directions or instructions related to class activities.
 - e. Paraphrase information that has been shared by others (e.g., a visitor such as a grandparent, an Elder, or a Knowledge Keeper).
 - f. Ask for clarification and explanation of oral stories and information (including stories and information from contemporary and traditional First Nations and Métis resources).
 - g. Follow and retell the important steps in demonstrations.
 - h. Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.
 - i. Recall several ideas about a topic presented or discussed in class.

Outcomes

CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

Indicators

- a. Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources.
- b. Select and use task-relevant before, during, and after strategies to construct meaning when reading.
- c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when reading.
- d. Read and retell (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events).
- e. Read and retell the key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources.
- f. Read aloud with fluency, expression, and comprehension any familiar text that is appropriate for grade 2.
- g. Follow written instructions.
- h. Read appropriate fiction and non-fiction texts at a reasonable rate (70-100 wcpm orally; 95-145 silently) with fluent pacing on practiced texts.
- i. Read familiar poem aloud with expression and attention to flow.
- j. Read most texts silently.

Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Outcomes

CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:

- identity (e.g., My Family and Friends)
- community (e.g., Our Community)
- social responsibility (e.g., TV Ads for Children) and make connections to own life.

Indicators

- a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to own life.
- b. Create spoken, written, and other representations that include:
 - a specific message
 - several related ideas which are logically organized and developed
 - ideas and information which are clear and complete
 - appropriate use of language and conventions including conventional print.

Outcomes

CC2.1 continued

Indicators

- c. Use personal knowledge and experiences in communications.
- d. Share own stories and creations with peers and respond to questions or comments.
- e. Tell, draw, write, and dramatize stories about self, family, community, and family/community traditions to express ideas and understanding.
- f. Use inquiry to explore a question or topic that is of individual or group interest including:
 - considering personal knowledge and understanding of a topic to identify information needs
 - contributing relevant ideas and questions to assist in group understanding of a topic or task and to identify sources of additional information
 - accessing ideas using a variety of sources such as simple chapter books, multimedia and online resources, computers, and Elders
 - matching ideas and understandings to inquiry or research needs
 - categorizing related information and ideas using a variety of strategies such as linking significant details and sequencing ideas in a logical order
 - recording key ideas and facts in own words and identifying titles and creators of sources
 - examining gathered information, ideas, and understandings to decide what information to share or omit
 - sharing and presenting findings and conclusions
 - asking questions (e.g., "What did I do that worked well?") to reflect on inquiry
 - using the language of inquiry (e.g., "What do I want to find out? Where could I find information that would help me?").

CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

- a. Design a visual representation (e.g., a picture, puppetry, a chart, a model, physical movement, a concrete graph, a pictographic, a demonstration, an advertisement for a toy) to demonstrate understanding.
- b. Select and use task-relevant before, during, and after strategies when using other forms of representing to communicate meaning.
- c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when using other forms of representing.

Outcomes

CC2.2 continued

CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.

Indicators

- d. Follow a model to communicate ideas and information about a topic.
 - e. Consider and choose appropriate text form (e.g., a play, a model, a diagram) to represent ideas and stories.
 - f. Combine illustrations and written text (e.g., captions, labels) to express ideas, feelings, and information.
 - g. Use sound or movement to demonstrate understanding.
 - h. Construct three-dimensional objects to clarify ideas and understanding.
 - i. Create dramatizations to express ideas and understanding.
-
- a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play.
 - b. Select and use task-relevant before, during, and after strategies when speaking to communicate meaning.
 - c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when speaking.
 - d. Recount experiences, stories (including contemporary and traditional First Nations and Métis stories), or current events, in a logical sequence and with necessary details.
 - e. Report on a topic with facts and details, drawing from several sources of information.
 - f. Deliver brief recitations (e.g., recite poems, rhymes, verses, and finger plays), participate in choral readings, and give oral presentations about familiar experiences or interests, organized around a coherent focus.
 - g. Give directions to help or explain.
 - h. Make relevant contributions to class discussions and take turns.
 - i. Dramatize a scene from a folktale or traditional First Nations or Métis narrative.
 - j. Explain how new ideas and information have added to understanding.

Outcomes

CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

Indicators

- a. Employ a writing process (e.g., planning, drafting, and “fixing up”).
- b. Select and use task-relevant before, during, and after strategies when writing to communicate meaning.
- c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when writing.
- d. Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences.
- e. Write stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).
- f. Write short pieces in the form of reports that describe and explain familiar objects, events, and experiences.
- g. Write brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character traits, goals, and events.
- h. Write a friendly letter complete with date, salutation, body, closing, and signature.
- i. Write a response with supporting details from a text viewed, listened to, or read.
- j. Polish at least eight pieces through the year.

Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

Outcomes

AR2.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., “What did I learn?”).

AR2.2 Set personal goals as a result of group discussions (e.g., “What did I do well?”, “How could I be a better viewer, listener, reader, representer, speaker, and writer?”).

Indicators

- a. Reflect, with guidance, on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what they like in a text.
- b. Reflect, with guidance, on own strategies (“What do I do well? How could I be better?”).
- c. Use a range of strategies (e.g., unfamiliar word – rereads the sentence, uses picture cues, uses initial letter cues, breaks word into parts) when something does not make sense.
- d. Explain strategies used and why they were used.
- e. Review own work and set goals to improve it (e.g., check for missing words in writing).

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning, monitoring of her/his own progress, and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussions on placement or promotion.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process.

The following pages show a sample holistic rubric for assessment and evaluation of the Comprehending and Responding and Composing and Creating Goals for English language arts with the Assessing and Reflecting Goal embedded.

Assessment involves the systematic collection of information about student learning with respect to:

- *achievement of provincial curricula outcomes*
- *effectiveness of teaching strategies employed*
- *student self-reflection on learning.*

Table 8. Grade Two Rubric - Comprehend and Respond

Comprehend and Respond (Viewing, Listening, Reading): Grade 2 Exceeding Expectations		
Comprehension	Use of Strategies	Cues and Conventions
Has a significant understanding and recall of what one views, listens to, and reads and provides insightful interpretations with evidence to support responses.	Feels confident using task-relevant strategies before, during, and after viewing, listening, or reading.	Uses confidently and consistently the cues and conventions of communication and language to construct meaning.
<p>Views and explains independently the key literal and inferential ideas, important details (with support from the text), and how elements (such as colour, layout, medium, and special fonts) enhance and add meaning to fictional and informational texts.</p> <p>Listens and retells independently the key literal and inferential ideas and important details (with support from the text); carries out a series of related directions accurately; listens closely to understand ideas and information heard in small and large groups.</p> <p>Reads and retells independently the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of key events) and the key ideas (with support from the text) and elements of informational texts (including main idea, supporting details, diagrams, glossary).</p>	<p>Uses, independently, active before, during, and after viewing, listening, and reading strategies (e.g., activating prior knowledge, identifying informational needs, predicting and confirming, self-monitoring, comparing, identifying key messages and details, drawing inferences).</p> <p>Explains favourites and reflects on ability to view, listen, and read.</p> <p>Reflects and sets goals for viewing, listening, and reading.</p> <p>Reads smoothly, accurately, and with expression to add interest and achieve a particular effect.</p> <p>Sustains silent reading independently for at least 20 minutes a day.</p>	<p>Recognizes and sets, independently, a purpose for viewing, listening, and reading; identifies possible intended audiences.</p> <p>Recognizes, independently, the text structures and elements of the text, and explains why author/creator might have chosen to include certain elements.</p> <p>Recognizes sentence form and variety in various text forms and their effect.</p> <p>Recognizes, consistently, high-frequency and irregularly spelled words; recognizes word play and how words are used figuratively.</p> <p>Knows most sound-letter combinations and uses, automatically, decoding skills for unfamiliar words.</p> <p>Identifies the medium and key elements and details such as colour, form, shape, size, movement, and space and how they enhance meaning.</p>

Table 8. (Continued) Grade Two Rubric - Comprehend and Respond

Comprehend and Respond (Viewing, Listening, Reading): Grade 2 Meeting Expectations		
Comprehension	Use of Strategies	Cues and Conventions
Has a good understanding and recall of what one views, listens to, and reads. Provides adequate interpretations and gives reasonable evidence to support responses.	Uses, with practice and teacher support, the important before, during, and after strategies relevant to the task.	Uses the cues and conventions of communication and language to construct meaning.
<p>Views and explains (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance and add meaning to fictional and informational texts.</p> <p>Listens and retells (with support from the text) the key literal and inferential ideas (messages) and important details; carries out a series of related directions accurately; listens to identify the important ideas and information heard in small- and large-group activities; follows oral directions and demonstrations.</p> <p>Reads and retells (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of key events) and the key ideas and elements of informational texts (including main idea, supporting details, diagrams, glossary, bold font); responds to and answers literal and inferential questions.</p>	<p>Uses before, during, and after viewing, listening, and reading strategies (e.g., making connections, predicting and confirming, asking questions, drawing inferences, making connections to self, other texts, and the world, identifying main ideas; recognizing cause and effect; beginning to self-monitor and re-view, re-listen, reread as a fix-up strategy; summarizing, drawing conclusions).</p> <p>Identifies what good viewers, listeners, and readers do, and reflects on own abilities to view, listen, and read.</p> <p>Sets goals for viewing, listening, and reading.</p> <p>Reads smoothly and accurately aloud with fluency, expression, and comprehension.</p> <p>Reads at a reasonable rate with fluent pacing (70-100 wcpm orally; 95-145 silently).</p> <p>Sustains silent reading independently for at least 15 minutes.</p>	<p>Identifies the purpose of familiar text forms and recognizes possible intended audiences.</p> <p>Identifies the type of text, the structures (e.g., main point and examples, cause and effect, goal/problem/solution), and the elements (e.g. diagrams, charts, bold typeface) of various text forms (e.g., fiction, non-fiction, legends, riddles, videos, poems, songs, and oral presentations).</p> <p>Identifies how word order and sentence punctuation clarify meaning.</p> <p>Recognizes accurately most high-frequency words (e.g., 200) and irregularly spelled words in grade-appropriate texts; uses knowledge of common syllable types (vowel teams, "r" controlled) and patterns to decode one-syllable "regular" words (e.g., shade) and some multi-syllabic words (e.g., uncurled); understands new concept words; recognizes word play (e.g., homonyms, synonyms, and repetition) and begins to recognize how words are used figuratively.</p> <p>Knows all grade 2 sound-letter combinations; decodes unfamiliar words in context; recognizes rhyming and alliteration; recognizes sounds heard in multi-syllable words.</p> <p>Identifies key elements, details (e.g., colour, layout, shape, form, size, fonts, music, props, tone), and the medium and, with teacher guidance, understands how they enhance meaning.</p>

Table 8. (Continued) Grade Two Rubric - Comprehend and Respond

Comprehend and Respond (Viewing, Listening, Reading): Grade 2 Beginning to Meet Expectations		
Comprehension	Use of Strategies	Cues and Conventions
Comprehends the basic ideas and understands most of what one views, listens to, and reads. Gives some interpretation and provides some evidence to support it.	Uses, with prompting and support, a few key before, during, and after viewing, listening, and reading strategies. Does not always know when to apply them to a new task.	Uses some of the cues and conventions of communication and language to construct meaning.
<p>Views and explains, with prompting, some of the key literal ideas (messages), important details, and some elements (such as colour, layout, medium, and special fonts) that enhance and add meaning to texts.</p> <p>Listens and retells, with prompting, the main ideas (messages), the sequence, and some important details (e.g., 5Ws and H); carries out, with prompting, a series of related directions; listens to the ideas of others in small and large groups and connects to self.</p> <p>Reads and retells, with prompting, most of the key events and some of the elements of a story (including where, when, who, problem and solution, and sequence of events) and the main ideas and elements of informational texts (including main idea, some supporting details, and some features such as diagrams, photographs, bold typeface); answers literal questions but not always inferential questions.</p>	<p>Uses, with prompting, some effective before, during, and after viewing, listening, and reading strategies (e.g., predicting, making connections to self and world, drawing comparisons, making basic inferences, summarizing) to construct meaning.</p> <p>Identifies, with teacher guidance, what good viewers, listeners, and readers do.</p> <p>Sets, with teacher guidance, goals for viewing, listening, and reading.</p> <p>Listens with respect; makes appropriate personal connections; sets goals for listening.</p> <p>Works toward more fluency at a reasonable rate; identifies and attends to commas and quotation marks during reading; experiments with expression to make reading sound interesting.</p> <p>Sustains silent reading for at least 10 minutes).</p>	<p>Identifies, with prompting, a purpose for viewing, listening, and reading.</p> <p>Identifies, with prompting, the structures and elements of various text forms (e.g., fiction, non-fiction, poem).</p> <p>Identifies how word order and sentence punctuation clarify meaning in simple sentences.</p> <p>Knows some grade-appropriate high-frequency and irregularly spelled words.</p> <p>Knows some grade 2 sound-letter combinations; uses, inconsistently, decoding skills to identify unknown words in context; identifies, with prompting, word play (e.g., rhyming, repetition, and alliteration).</p> <p>Identifies, with prompting, key elements and details (e.g., colour, form, shape, size, movement, and space) and how they enhance meaning.</p>

Table 8. (Continued) Grade Two Rubric - Comprehend and Respond

Comprehend and Respond (Viewing, Listening, Reading): Grade 2 Not Yet Meeting Expectations		
Comprehension	Use of Strategies	Cues and Conventions
Understands some or little of what one views, listens to, and reads and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.	Requires repeated modelling of before, during, and after viewing, listening, and reading strategies and requires continuous coaching on when and how to use them.	Has an uncertain grasp of the basic cues and conventions of communication and language to construct meaning.
<p>Views and identifies, with teacher modelling and prompting, a few of the key literal ideas (messages), some of the details, and some elements (such as colour, illustrations, and special fonts) that enhance and add meaning to fictional and informational texts.</p> <p>Listens and retells, with teacher prompting, some of the main points (messages), the basic sequence, and some important details (e.g., 5Ws and H); needs support to carry out a series of related directions; does not listen to others or make connections to self in small- and large-group discussions.</p> <p>Reads and, with teacher prompting, retells some of the key events and some of the elements of a story (e.g., where, when, who, problem and solution, and sequence of events) and some of the main ideas and elements of informational texts (e.g., a main idea, some supporting details, and some features such as illustrations, photographs, bold typeface); answers literal questions.</p>	<p>Uses, with teacher modelling and much prompting, some before, during, and after strategies (e.g., making some personal connections, asking questions, predicting, looking for details, thinking aloud, noting key details, recalling details, identifying likes and dislikes) when viewing, listening, and reading.</p> <p>Reflects, with teacher guidance, on viewing, listening, and reading.</p> <p>Sets, with teacher guidance, goals for viewing, listening, and reading.</p> <p>Listens, with some prompting.</p> <p>Works toward more fluency but will sometimes read word-by-word; “reads” the punctuation and is beginning to use phrasing.</p>	<p>Recognizes, with teacher modelling and guidance, a purpose for viewing, listening, and reading and possible intended audiences.</p> <p>Identifies, with teacher guidance and modelling, some of the basic structures and elements of text forms (e.g., fiction, informational texts, poems).</p> <p>Recognizes, with teacher guidance and modelling, basic sentence structures (e.g., subject-verb) and notices word order and sentence end punctuation.</p> <p>Knows some high-frequency and irregularly spelled words; understands some general concept words.</p> <p>Knows a few grade 2 sound-letter combinations; uses decoding skills inconsistently.</p> <p>Identifies, with teacher modelling and guidance, key elements (e.g., colour, form, shape, size, movement, and space) to construct meaning from visual text and begins to understand how they enhance meaning.</p>

Table 9. Grade Two Rubric - Compose and Create

Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 2 Exceeding Expectations		
Message	Use of Strategies	Cues and Conventions
Compositions and presentations are original and insightful.	Uses, confidently, task-relevant strategies before, during, and after a speaking, writing, or other form of representing task.	Demonstrates confident control of the elements of communication and language. Language is rich and varied.
<p>Representing: Represents, independently, ideas, feelings, facts, and experiences to communicate a complete and original message with elaboration and details that enhance the message.</p> <p>Speaking: Relates, independently, stories and experiences, gives directions, and reports on ideas and information on a topic in an appropriate sequence with clarity and detail; expresses opinions and provides reasons; initiates and sustains conversations; explains how new ideas and information have added to understanding; gives clear and detailed directions; paraphrases events and information in own words for small- and large-group discussion.</p> <p>Writing: Writes, independently, original stories, letters, reports and observations to explain, describe, and persuade and includes appropriate details to enhance meaning; uses paragraphs and indentation; consistently includes a number of characters and dialogue in narratives.</p>	<p>Chooses, independently, and explains appropriate strategies (e.g., generating and organizing ideas and information for a particular purpose and audience; explaining own point of view and giving reasons; asking others for their ideas; reviewing and editing) to generate and communicate ideas and understanding.</p> <p>Engages in and contributes to class discussion and activities offering ideas and using tone, volume, and gesture to enhance meaning. Paraphrases and uses language that facilitates respectful and inclusive social interactions.</p> <p>Creates clear, easy-to-follow texts characterized by a series of connected ideas. Uses revision and “fix-up” strategies including checking for completeness, sequence, and for sentence sense and spelling.</p> <p>Uses criteria to identify strengths and make suggestions about work.</p> <p>Reflects and sets goals, independently, for speaking, writing, and other forms of representing.</p>	<p>Has a clear understanding of purpose and audience. Sets, independently, a purpose, and identifies ideas and information that the intended audience might need.</p> <p>Considers and chooses from familiar and unfamiliar text forms what would be best to use to create a particular effect (e.g., humour, persuasiveness, emotional impact); sticks to topic; organizes from beginning and middle to the end and strives to have one part flow smoothly into the next part and fit together; uses details that are pertinent and specific.</p> <p>Uses, consistently, a variety of complete, detailed sentences with varied openings and correct punctuation and capitalization. Uses, consistently, quotation marks with dialogue.</p> <p>Chooses and uses words for a particular effect and to add interest and detail; uses a variety of spelling strategies; uses long, short, and irregular vowel patterns; spells high-frequency words correctly in independent writing.</p> <p>Forms letters fluently and automatically.</p> <p>Adjusts volume, tone, pacing, and expression to enhance the presentation; uses non-verbal gestures to complement the message.</p> <p>Chooses and experiments with elements such as colour, shape movement, sound, and space to create a particular effect (e.g., impact).</p>

Table 9. (Continued) Grade Two Rubric - Compose and Create

Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 2 Meeting Expectations		
Message	Use of Strategies	Cues and Conventions
Compositions and presentations are clear and thoughtful.	Uses, with practice and teacher support, the important before, during, and after speaking, writing, and other forms of representing strategies.	Demonstrates control over the elements of communication and language. Few errors. Errors do not interfere with communication.
<p>Representing: Represents ideas, feelings, facts, and experiences in a logical sequence to communicate a clear message with essential detail.</p> <p>Speaking: Recounts stories and experiences, gives directions, and reports on a topic in sequence with clarity and appropriate detail; offers opinions and provides reasons; initiates and sustains a conversation with a number of exchanges; explains how new ideas and information have added to understanding; gives directions; engages in partner, group, and class discussions.</p> <p>Writing: Writes stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear sentences and paragraphs of at least six sentences; includes more than one character and some dialogue in narratives.</p>	<p>Chooses and uses appropriate strategies (e.g., generating and organizing ideas and information for a particular purpose; asking and answering questions about a topic; making a plan; arranging ideas in a logical and interesting way; adding ideas; reviewing and “fixing up” own work; checking for completeness) to generate and communicate ideas and understanding.</p> <p>Uses appropriate language for classroom situations; takes turns and stays on topic in class discussion and activities; contributes ideas; uses tone, volume, and gesture to enhance meaning. Paraphrases and uses, with teacher support, language that facilitates respectful and inclusive social interactions.</p> <p>Creates easy-to-follow texts characterized by a series of connected ideas. Recognizes need for revision and “fix-up” strategies including checking for completeness (and adding or deleting details) and checking for spelling, punctuation, and capitalization.</p> <p>Uses criteria, with teacher support, to identify strengths and make suggestions about work.</p> <p>Reflects (e.g., “What did I do well?”) and sets, with teacher support, goals for speaking, writing, and other forms of representing.</p>	<p>Sets a purpose and a focus, and shows awareness of audience.</p> <p>Recognizes and chooses appropriate text form for message, purpose, and a familiar audience. Sticks to the topic and makes sense. Uses a main idea with related detail; tells things in order; uses details that are specific and make ideas clear.</p> <p>Uses complete and fluent sentences with some variety in beginnings; uses sentences of seven words or more using capitals, correct spacing, and punctuation (periods, question marks, and some commas); uses simple connection words (e.g., so, and, but) and subject-verb agreement; begins to use quotation marks with dialogue.</p> <p>Uses appropriate and descriptive words and specific vocabulary for the situation.</p> <p>Uses a variety of spelling strategies; spells grade-appropriate high-frequency words correctly; uses long and short vowel patterns, most words with blends, silent e, and common vowel teams (e.g., oa, ee, ai, ou), many “r” controlled words.</p> <p>Prints legibly to form letters and words of consistent size, shape, and spacing in daily writing using an efficient pencil grip.</p> <p>Speaks and reads aloud in a clear voice with appropriate volume, pace, and expression.</p> <p>Chooses elements (e.g., colour, shape, movement, sound, space, layout) that most effectively convey the message.</p>

Table 9. (Continued) Grade Two Rubric - Compose and Create

Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 2 Beginning to Meet Expectations		
Message	Use of Strategies	Cues and Conventions
Compositions and presentations are straightforward and unrefined.	Uses, with prompting and support, only a few before, during, and after speaking, writing, and other forms of representing strategies but does not always know when to employ them.	Demonstrates some control over the elements of communication and language and a basic use of the conventions. Errors interfere somewhat with communication.
<p>Representing: Represents, with prompting, some key ideas and events in sequence to communicate a basic message with some detail.</p> <p>Speaking: Recounts, with prompting, stories and experiences, information, and directions with some key details and facts in a correct sequence for a familiar audience; offers opinions and provides some reasons; participates in a conversation; gives directions; engages in partner, group, and class discussions.</p> <p>Writing: Writes, with prompting, basic stories, poems, friendly letters, reports, and observations following a model and using some detail.</p>	<p>Uses, with teacher prompting and support, some before, during, and after strategies (e.g., generating ideas by considering prior knowledge, organizing ideas in a sequence that makes sense, adding ideas and “fixing up”) when speaking, writing, and using other forms of representing.</p> <p>Takes turns and stays on topic in class discussion and activities; volunteers ideas; asks and answers questions; provides some response to others’ ideas.</p> <p>Creates basic texts following a model. Recognizes, with teacher support, a need for revision and “fix-up” in own and others’ work.</p> <p>Shares work with others and reflects on choices made and, with teacher support, possible ways to improve.</p>	<p>Considers task and sets purpose, with prompting, but not always certain of purpose.</p> <p>Understands patterns and structures and uses familiar and modelled text forms (e.g., model, diagram, poem, paragraph); attempts to stick to the topic and make sense but is not always clear and sometimes parts do not fit or disrupt the flow; lacks a smooth flow from beginning to middle to end and details are not specific enough to add to the clarity of ideas or may simply be listed or repeated.</p> <p>Writes complete simple sentences with proper end punctuation; uses incomplete sentences sometimes; experiments with dialogue.</p> <p>Chooses and uses, with prompting, some words that add interest and detail; uses and experiments with descriptive words but most often words do not vary.</p> <p>Uses some spelling strategies and long and short vowel patterns; spells most high-frequency words correctly; uses, generally, capitals at the start of sentences, names, months, and places.</p> <p>Prints legibly using appropriate letter formation (i.e., size and shape) and spacing.</p> <p>Speaks clearly using appropriate volume, tone, pitch, and articulation usually.</p> <p>Has some awareness of some visual formats and elements and, with prompting, chooses the elements that most effectively convey the message.</p>

Table 9. (Continued) Grade Two Rubric - Compose and Create

Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 2 Not Yet Meeting Expectations		
Message	Use of Strategies	Cues and Conventions
Compositions and presentations are basic. They are limited, unfocused, and/or unclear.	Requires repeated modelling of before, during, and after speaking, writing, and other forms of representing strategies and requires continuous coaching on when and how to use them.	Demonstrates an uncertain and simplistic grasp of the basic elements of communication and language. Errors interfere with communication.
<p>Representing: Represents, with teacher modelling and direction, a few key ideas and events in sequence to communicate a basic message with some appropriate detail.</p> <p>Speaking: Recounts, with teacher modelling and direction, stories and experiences, information, and directions using a few details and facts in a sequence for a familiar audience; offers opinions and provides a few reasons; participates in conversations; gives basic directions; engages in partner, group, and class discussions.</p> <p>Writing: Writes, with teacher modelling and direction, short stories, poems, friendly letters, reports, and observations following a model and using limited details to develop a central idea.</p>	<p>Uses, with teacher prompting and modelling, a few basic before, during, and after strategies (e.g., generating ideas by considering prior knowledge, organizing ideas in a sequence that makes sense; sharing with a partner and adding ideas; and “fixing up”) when speaking, writing, and using other forms of representing.</p> <p>States ideas in class discussion and activities; asks and answers questions to clarify (e.g., during sharing time); provides very limited response to others’ ideas.</p> <p>Creates basic texts following a model or step-by-step process. Recognizes, with teacher support, a need for revision and “fix-up” in own work.</p> <p>Reflects, with teacher prompting, on choices made and, with teacher support, possible ways to improve.</p>	<p>Has little or no awareness of audience and/or task and is not always clear about purpose or focus; sets, with teacher modelling and support, a purpose.</p> <p>Uses modelled or patterned text forms; follows a given format but details are lacking, inappropriate, or random; does not always stick to the topic or make sense; does not clearly organize communications; does not fit parts together well; begins to indent paragraphs.</p> <p>Presents ideas in simple and sometimes incomplete sentences; experiments with some punctuation and capitals; uses, sometimes, capitals at the start of sentences.</p> <p>Relies on basic vocabulary to convey meaning; attempts to use appropriate and descriptive words; chooses words correctly from a model (e.g., brainstormed list, environmental print).</p> <p>Uses a mixture of conventional and invented spelling to spell four- or five-letter words; needs frequent guidance to check spelling; spells a few high-frequency words; uses, sometimes, capitals for names, months, and places.</p> <p>Forms, in a legible manner, all upper and lower case letters taught.</p> <p>Speaks, with encouragement and modelling, in a clear voice with appropriate volume and pace.</p> <p>Follows, with teacher modelling and support, a given visual or multimedia format for a specific purpose; begins to choose and use a range of elements (e.g., colour, shape, movement, sound, and space) to represent ideas and understanding.</p>

Progress Reporting

Effective language arts programs employ appropriate assessment, evaluation, and reporting processes. In English language arts, assessment and evaluation should:

- reflect the three K-12 goals of English language arts and the grade-level learning outcomes associated with each goal
- focus on what students have learned and can do
- be congruent with instruction and based on meaningful tasks
- be based on appropriate criteria that students know and understand
- inform students and parents in a clear, accurate, and practical way.

In addition to newsletters, folders, and portfolios, report cards and parent-student-teacher interviews are part of school communication with parents. Although report card formats vary, there should be space for feedback on the language arts K-12 goals and strands (see sample form below).

Table 10. Sample Feedback Form

English Language Arts K-12 Goals	Outcomes	Achievement Level	Comments (Strengths, Needs, Next Steps)
Comprehends and responds competently and confidently to a range of texts.	Views.		
	Listens.		
	Reads.		
Composes and creates competently and confidently in a variety of forms.	Speaks.		
	Writes.		
	Uses other forms of representing.		
Assesses and reflects on learning.	Assesses strengths and needs.		
	Sets goals.		

How teachers determine grades, marks, or comments should be based on the grade-level outcomes and reflect the knowledge, process, and product evaluations used throughout the reporting period.

Connections with Other Areas of Study

There are many possibilities for connecting Grade 2 English Language Arts learning with the learning occurring in other subject areas. When making such connections, however, teachers must be cautious not to lose the integrity of the learning in any of the subjects. Making connections between subject areas gives students experience with transferring knowledge, skills, and strategies and provides rich contexts in which students are able to initiate, make sense of, and extend their learnings. When students and teachers make connections between subject areas, the possibilities for transdisciplinary inquiries and deeper understanding arise.

All areas of study share a common interest in students developing their abilities to communicate their learning through speaking, writing, and other forms of representing (Compose and Create Goal). All areas of study require students to apply their skills and strategies for viewing, listening, and reading (Comprehend and Respond Goal). All areas of study require students to develop their abilities to reflect upon their knowledge, skills, and strategies (Assess and Reflect Goal). Students should have many opportunities in each area of study to apply authentically what they are learning in English language arts.

English language arts also provides many opportunities for students to apply learning from other subject areas. The contexts, units, questions for deeper understanding, and oral, print, and other texts in the English language arts program provide many opportunities for meaningful connections and possible integration with other areas of study. Some examples are shown in Table 11.

Table 11. Connections to Other Areas of Study

Context	Opportunities to Make Connections With ...
Personal and Philosophical	Health Education, Physical Education, Arts Education
Social, Cultural, and Historical	Social Studies, Arts Education, Physical Education, Health Education
Imaginative and Literary	Arts Education
Communicative	Arts Education, Social Studies, Science, Health Education, Physical Education, Mathematics
Environmental and Technological	Science, Health Education, Physical Education

By using a particular context and identifying a common theme to use as an organizer, teachers can ensure that the outcomes from more than one subject area can be achieved and students can make connections. Integrated, interdisciplinary instruction in a thematic, inquiry, author/genre, or interdisciplinary unit, however, must be more than just a series of activities. An integrated unit must facilitate students' learning of the related disciplines and students' understanding of the conceptual connections. The unit must support understanding of ways of knowing the world. In addition, it is necessary to address each subject area's outcomes. If deep understanding is to occur, the unit cannot be based on superficial or arbitrarily connected activities (Brophy & Alleman, 1991). The outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Education Review Office, 1996, p. 13).

Glossary

Contexts are broad organizers for balancing an English language arts program by ensuring different perspectives and ways of knowing are included at each grade level. All instructional units should be related to one or more of the five contexts identified in the English language arts curriculum. The five contexts are (i) personal and philosophical, (ii) social, cultural, and historical, (iii) imaginative and literary, (iv) communicative, and (v) environmental and technological. These contexts also allow for interdisciplinary integration.

Convention is an accepted practice or agreed-upon rule in representational, spoken, or written language.

Cueing Systems are sets of cues or clues built into the structure or patterns of communication texts.

Discourse is a continuous stretch of communication longer than a sentence.

Efficacy is producing or ensuring the desired effect; power or capacity to produce desired effect; effectiveness in operation; effective as a means of addressing an issue, question, challenge, or problem.

Genre is an identifiable category used to classify texts, usually by form, technique, or content (e.g., novel).

Grade-appropriate Texts are oral, visual, multimedia (including electronic), and print texts designated as being appropriate for shared, guided, and independent viewing, listening, and reading at a specific grade level. These texts are intended to reflect curriculum outcomes at different levels of difficulty, in different genres, and from different cultural and social perspectives.

Gradual Release of Responsibility (Scaffolding) is instructional support that moves students in stages from a high level of teacher support to independent practice.

Graphic Organizer is a visual means by which the relationships between and among ideas are portrayed (e.g., a Venn diagram).

Graphophonic Cues and Conventions refer to the sounds of speech (phonology) and how these sounds are organized in patterns, pronounced, and graphically represented (spelled).

Guided Reading is when the teacher uses a before, during, and after structure to guide students as they read a selected text and the teacher models key reading strategies.

Guided Writing is writing in which the teacher teaches a procedure, strategy, or skill and the students then use what they have learned to do their own writing.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. Indicators represent the breadth and the depth of the outcome. The list provided in the curriculum is not an exhaustive list. Teachers may develop additional and/or alternative indicators but those teacher-developed indicators must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

Inquiry involves students in some type of “research” on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students’ interests and involving them in as many different aspects of a topic, problem, or issue as students can find.

Interactive Writing is when the teacher and students create the text and share the pen to do the writing and talk about the conventions.

Language Literacy, in a contemporary view, is broader and more demanding than the traditional definitions that were limited to the ability to read and write. Literacy now includes the capacity to accomplish a wide range of viewing, listening, reading, representing, speaking, writing, and other language tasks associated with everyday life. It is multimodal in that meaning can be represented and communicated through multiple channels – linguistic (including print), visual, audio, and multimedia (including digital media).

Listening is attending to and getting meaning from what is heard using cognitive processing including associating ideas, organizing, imagining, and appreciating what is heard – the receptive form of oral language.

Metacognition is the ability to think about and reflect on one's own thinking and learning processes.

Modelled Reading is when the teacher or other fluent reader reads aloud to the students.

Modelled Writing is when the teacher demonstrates in front of students, creating the text and thinking aloud about the writing strategies and skills being used.

Multimedia Texts are texts that use a combination of two or more media (i.e., audio, images, video, animation, graphics, print text, digital applications). Multimedia texts can encompass interactive texts and complex interactive simulations.

Onsets are part of the single-syllable word that precedes the vowel.

Other Cues and Conventions associated with effective communication include handwriting, font choices, graphics, illustrations, layout, and additional enhancements such as colour, sound, and movement.

Outcome is a statement of what students are expected to know and be able to do by the end of a course in a particular area of study at a particular grade level.

Phoneme is the smallest unit of sound in the language.

Phonemic awareness is to consciously attend to the sounds in the language.

Portfolio Assessment is a compilation of evidence collected over time of a student's learning. It demonstrates the student's efforts, progress, and achievement. A portfolio can be cumulative, working/developmental, or showcase in nature.

Pragmatic Cues and Conventions refer to the style of language that is used in a given context and take into consideration the communication purpose, situation, and audience. The pragmatic cueing system is often considered to be the social aspect of language.

Questions for Deeper Understanding are questions that are thought provoking, probe a matter of considerable importance, and require movement beyond present understanding and studying. They often lead to other questions posed by students.

Reading is an interactive-constructive process in which readers comprehend, interpret, and respond to print text using the cues and conventions of that text.

Register (language) is a socially defined variety of language such as conversational, informal, formal, frozen, or slang.

Representing is conveying information or expressing oneself using verbal or written means as well as non-verbal means such as drawings, models, graphics, photography, dramatization, video, or physical performance.

Rimes are part of the single syllable word that includes the vowel and all succeeding consonants.

Rubrics offer criteria that describe student performance at various levels of proficiency. They provide guidelines for judging quality and make expectations explicit. Holistic (yield a single score or rating) and analytic (yield feedback on specific dimensions or features) rubrics can be used to judge the degree, understanding, or proficiency revealed through students' products or presentations.

Semantic, Lexical, and Morphological Cues and Conventions refer to the meaning and structure of words.

Shared Reading is reading aloud by the teacher while the students follow along using individual copies, a class chart, or a big book.

Shared Writing/Language Experience is when the teacher and students create the text together; the teacher does the actual writing, and the students assist with spelling.

Skill is an acquired ability to perform well and proficiently.

Speaking is the act of communicating through oral language. It is the act of transmitting and exchanging information, ideas, and experiences using oral language in formal and informal situations. Speech is the expressive form of oral language.

Strand is one of the core elements of an integrated English language arts program. The six language strands identified in this curriculum are viewing, listening, reading, representing, speaking, and writing.

Strategy is a systematic plan for solving a problem or executing a task.

Syntactical Cues and Conventions refer to the structure (word order) and parts of sentences, and the rules that govern the sentences (e.g., subject-verb agreement).

Text is any form of communication, whether visual, oral, written, or multimedia (including digital media), that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, model) with a definable communicative function. It refers to visual communications such as illustrations, video, and computer displays; oral communications, including conversations, speeches, dramatizations; and printed communications in their varied forms.

Textual Cues and Conventions refer to the type or kind of text and the features that are associated with its organization.

Theme is an overarching idea, question, or topic that is developed in a unit and provides a focus and frame for the unit. The theme acts as a unifying concept through which all the content, skills, strategies, materials, and actions for both teachers and students can be organized.

Unit (an instructional unit) is a focused and organized block of time that helps students through a variety of experiences, lessons, and texts. It is planned to help students achieve a set of curriculum outcomes. A multi-genre thematic or topical unit is built around a theme or topic and includes a range of visual, oral, print, and multimedia (including electronic) texts. A multi-genre inquiry unit is built around important questions or issues that students want to learn more about through research. A genre unit is focused on a specific genre of text (e.g., narrative) and an author unit is focused on the work of a particular author or illustrator.

Viewing is attending to and getting meaning from visual representation including pictures, signs, videos, charts, drawings, diagrams, sculptures, mime, tableaux, drama/dance, and other performances.

WCPM stands for Words Correct per Minute.

Writing is a recursive process of recording language graphically by hand or other means to explore and communicate ideas, information, and experiences; the writing process consists of many aspects including planning, drafting, revising, and publishing.

References

- Beck, I. L., McKeown, M. G., Hamilton, R. L., & Kucan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.
- Brophy, J. & Alleman, J. (1991). A caveat: Curriculum integration isn't always a good idea. *Educational Leadership*, 49, 66.
- Carr, E. M. & Ogle, D. (1987). K-W-L plus: A strategy for comprehension and summarization. *Journal of Reading*, 30, 626-631.
- Cox, C. (1999). *Teaching language arts: A student- and response-centered classroom*. Boston, MA: Allyn & Bacon.
- Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. York, ME: Stenhouse.
- Davey, B. (1983). Think aloud – modelling the cognitive process of reading comprehension. *Journal of Reading*, 27, 44-47.
- Education Review Office. (1996). *Science in schools – Implementing the 1995 science curriculum (5)*. Wellington: Crown Copyright.
- Eeds, M. & Wells, D. (1989). Grand conversations: An exploration of meaning construction in literary study groups. *Research in the Teaching of English*, 23, 4-29.
- Fullan, M., Hill, P., & Cr  vola, C. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press.
- Goldenberg, C. (1993). Instructional conversations: Promoting comprehension through discussion. *The Reading Teacher*, 46, 316-326.
- Gregory, G. H. & Chapman, C. (2002). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press, Inc.
- Harste, J. C. (2000). Six points of departure. In Berghoff, B., Egawa, K. A., Harste, J. C., & Hoonan, B. T. (Eds.). *Beyond reading and writing: Inquiry, curriculum, and multiple ways of knowing*. Urbana, IL: National Council of Teachers of English.
- Harste, J. C., Short, K. B., & Burke, C. L. (1988). *Creating classrooms for authors: The reading-writing connection*. Portsmouth, NH: Heinemann.
- Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse.
- Hoyt, L. (2000). *Snapshots: Literacy minilessons up close*. Portsmouth, NH: Heinemann.
- Jamieson, D. G. & Tremblay, R.E. (2005). *Newsletter*. Ottawa, ON: Canadian Language and Literacy Research Network.
- Kuhlthau, C. C., Maniotes, L.K., & Caspari, A.K. (2007). *Guided inquiry: A framework for learning through school libraries in 21st century schools*. Westport, CN: Libraries Unlimited.
- Laverick, C. (2002). B-D-A strategy: Reinventing the wheel can be a good thing. *Journal of Adolescent and Adult Literacy*, 46, 144-149.
- Manzo, A. V. (1969). The reQuest procedure. *Journal of Reading*, 11, 123-126.
- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

-
- Matchullis, L. & Mueller, B. (1996). *Success for all learners: A handbook on differentiating instruction, a resource for kindergarten to senior 4*. Winnipeg, MB: Manitoba Education and Training.
- McConnell, S. (1992). Talking drawings: A strategy for assisting learners. *Journal of Reading*, 36, 260-269.
- McTighe, J. & Lyman, F. T. (1992). Mind tools for matters of the mind. In A. Costa, J. Bellanca, & R. Fogarty (Eds.). *If minds matter: A foreword to the future*, 2, 71-90. Palantine, IL: IRI/Skylight Pub.
- Mills, H. & Donnelly, A. (2001). *From the ground up: Creating a culture of inquiry*. Portsmouth, NH: Heinemann Educational Books, Ltd.
- Moffett, J. & Wagner, B. (1992). *Student-centered language arts and reading, K-12: A handbook for teachers*. Boston, MA: Houghton Mifflin Co.
- Palincsar, A. S. & Brown, A. L. (1986). Interactive teaching to promote independent learning from text. *The Reading Teacher*, 39, 771-777.
- Raphael, T. (1986). Teaching question answer relationships, revisited. *The Reading Teacher*, 39, 516-522.
- Richards, J. C. & Anderson, N. A. (2003). What do I see? What do I think? What do I wonder? (STW): A visual literacy strategy to help emergent readers focus on storybook illustrations. *The Reading Teacher*, 56, 442-444.
- Robb, L. (2006). *Teaching reading*. New York, NY: Scholastic Inc.
- Saskatchewan Ministry of Education. (2009). *Core Curriculum: Principles, time allocations, and credit policy*. Regina, SK: Government of Saskatchewan.
- Science Research Associates. (2000). *"TQLR", SRA reading laboratory, level 3*. Chicago, IL: Science Research Associates, Inc.
- Sebranek, P. & Kemper, D. (1995). *Sourcebook 8000*. Burlington, WI: Write Source Education Publishing House.
- Stauffer, R. (1975). *Directing the reading-thinking process*. New York, NY: Harper & Row.
- Tompkins, G. E. (2004). *50 literacy strategies step by step* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- Vacca, R. T. & Vacca, J. L. (1999). *Content area reading: Literacy and learning across the curriculum*. New York, NY: Addison-Wesley Education Publishers Inc.
- Van Allen, R. (1976). *Language experience activities*. Boston, MA: Houghton Mifflin.
- Western Canadian Protocol for Collaboration in Basic Education. (1998). *The common curriculum framework for English language arts, kindergarten to grade 12*. Winnipeg, MB: The Crown in right of Governments of Alberta, British Columbia, Manitoba, Northwest Territories, Saskatchewan, and Yukon Territory.
- Whipple, B. (1975). *Dynamics of discussion: Grouptalk*. Belmont, MA: Porthole Press.
- Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G. & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wood, K. D. (1994). *Practical strategies for improving instruction*. Columbus, OH: National Middle School Association.

Feedback Form

The Ministry of Education welcomes your response to this curriculum and invites you to complete and return this feedback form.

Grade 2 English Language Arts Curriculum

1. Please indicate your role in the learning community:

- ☐ parent
- ☐ teacher
- ☐ resource teacher
- ☐ guidance counsellor
- ☐ school administrator
- ☐ school board trustee
- ☐ teacher librarian
- ☐ school community council member
- ☐ other _____

What was your purpose for looking at or using this curriculum?

2. a) Please indicate which format(s) of the curriculum you used:

- ☐ print
- ☐ online

b) Please indicate which format(s) of the curriculum you prefer:

- ☐ print
- ☐ online

4. Please respond to each of the following statements by circling the applicable number.

The curriculum content is:	Strongly Agree	Agree	Disagree	Strongly Disagree
appropriate for its intended purpose	1	2	3	4
suitable for your use	1	2	3	4
clear and well organized	1	2	3	4
visually appealing	1	2	3	4
informative	1	2	3	4

5. Explain which aspects you found to be:

Most useful:

Least useful:

6. Additional comments:

7. Optional:

Name: _____

School: _____

Phone: _____ Fax: _____

Thank you for taking the time to provide this valuable feedback.

Please return the completed feedback form to:

Executive Director
Curriculum and E-Learning Branch
Ministry of Education
2220 College Avenue
Regina SK S4P 4V9
Fax: 306-787-2223